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ABSTRACT

This survey report describes the state of minorities in the public schools according to data from the Public School Survey (PSS) of 1985 and the Current Population Report (CPR) of April 1988. Principal findings were as follows: (1) minority enrollment fluctuates by school size, school type, district size, and region; (2) percentage of minority enrollment was highest for medium and large schools, and lowest for small schools; (3) elementary schools, large school districts, and the West and South had higher proportions of minority students; (4) advanced placement programs were more likely to be absent than present in schools with the highest category of minority enrollment; and (5) college application rates did not vary significantly across district sizes or regions in the highest minority category--however, schools with the highest enrollment, as well as the highest minority category, had the highest college application rates. This report includes plans for future surveys, definitions, and technical notes for both the PSS and the CPR, as well as reference tables for both surveys. The appendixes include generalized standard errors from the CPR, unweighted data from the PSS, a list of states in the four geographic regions used by the Census Bureau, and a copy of the Administrator Questionnaire from the PSS. (DM)

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Survey Report

July 1990

Selected Data on Minority Participation in the Public Schools

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Data Series:
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U.S. Department of Education
Office of Educational Research and Improvement

NCES 90-069

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Survey Report July 1990

Selected Data on Minority Participation in the Public Schools

Janice S. Ancarrow
Elementary and Secondary Education Statistics Division

Data Series:
DR–PSS–85–5.2

U.S. Department of Education
Office of Educational Research and Improvement NCES 90-069

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July 1990

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HIGHLIGHTS

During school year 1984-85, the National Center for Education Statistics (NCES) conducted its Public School Survey, 1985 (PSS). Administrators reported on various aspects of the school environment. Key findings about minority student participation are listed below.

- Schools with higher enrollments reported a greater percentage minority students than did small schools.

- Elementary schools contained a higher percentage minority students than did secondary schools.

- The largest school districts reported the highest level of minority representation in their student bodies.

- The West and South reported the highest level of minority enrollment.

- Advanced placement programs were more likely to be absent than present in schools with the highest category of minority enrollment.

- The highest college application rate was reported by schools having the largest enrollment, as well as the greatest minority category.

- College application rates did not vary significantly among schools having the highest category of minority enrollment, either across school district sizes or across regions.

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BACKGROUND

May 1989 marked the 35th anniversary of the U.S. Supreme Court's Brown v. Board of Education decision to desegregate the schools.1/ As a result of that ruling, optimistic Americans hoped that racial disparities in education would soon greatly diminish. Although considerable progress has been made, racial differences in enrollment, achievement, and level of educational attainment still persist.

Documenting racial differences in educational opportunities and outcomes is extremely important. The Coleman report, published 23 years ago, provided excellent information about the characteristics of public schools attended by minority and majority students.2/ That report shed light on the nature of racial disparities in public school systems. Data were collected on the physical facilities of schools, their programs, the qualifications of teachers, and other relevant issues. Regional differences were greater than national estimates of minority-majority differences.

Coleman found that a pupil attitude factor--"control over my destiny"--had a stronger relationship to achievement than did all of the school factors taken together. When minority pupils reported the conviction that they controlled their destiny, their achievement was higher than that of whites who lacked that conviction; generally, minorities reported less of that conviction, except for Asians. For blacks, having that conviction was related to a higher proportion of whites in the school.

Of the school factors affecting pupil achievement, Coleman found that

- Facilities and curriculum accounted for little variation;
- However, the existence of science laboratories had a small but consistent relationship to pupil achievement.

The quality of teachers showed a stronger relationship to pupil achievement, progressively greater at higher grades, and more important for minority than for majority achievement.

Strongly related to pupil achievement were the educational background and aspirations of the other students in the school.

Although the Coleman study contributed much to our understanding of pupil achievement, more research is needed. Ideally, information is needed from individual students about whether they dropped out, graduated from high school, or enrolled in college. An outcome measure could then be related to the student's characteristics and those of the student's school. Although such individual student data

were not collected in the Public School Survey, 1985 (PSS), the National Center for Education Statistics (NCES) collected such data through its National Education Longitudinal Study of 1988 (NELS-88). Future analytic reports from that study may test hypotheses about the relationship of demographics, such as race, to achievement.

This report is a survey report--a descriptive, exploratory report--which does not present or test hypotheses. Its purpose is to describe the state of minorities in the public schools, in terms of the variables for which data were collected through the PSS, as of the time that the data were collected. The intended audience for this report is education researchers, policymakers, teachers, administrators, and parents.

One possible measure of educational outcome considered for inclusion in this report was pupil achievement as reflected in scores on standardized tests. In the PSS, however, school administrators' specific item response rate was too low to analyze the data on average student scores on the Scholastic Aptitude Test (SAT) and the American College Test (ACT). Therefore, those scores are not included in this report.

Another variable related to high minority concentration is size or type of community. These data were collected by the Bureau of the Census and are discussed below. Although it would be desirable to do so, comparing the PSS to the Census Bureau data by type of community is not possible. The PSS did not collect information on size or type of community. Metropolitan areas, as well as outlying areas, may be contained in a Local Education Agency (LEA), which is the unit of stratification from which the PSS sample was drawn and analyzed. Thus, no direct comparison is possible between the PSS and Census Bureau data on metropolitan or nonmetropolitan enrollment.

Variables from the PSS that were analyzed for this report are as follows: enrollment, school level, region, size of school district, presence of advanced placement programs, and college application rates. These variables were cross tabulated against the percentage minority representation in the student body. Two categories of minority representation--the lowest level (0 to 5 percent) and the highest level (75 percent or greater)--were tested for significance across the other variables.

Before these survey results are presented, however, recent trends are shown below for minority participation in the public schools, such as enrollments, completions, involvement in programs, and dropouts. In addition, some policy issues bearing on minorities are explored, including the influx of minorities into the United States through immigration.

In fall 1985, public school enrollment increased for the first time since 1971. Enrollments continued to grow slightly in 1986 and 1987 because of increased numbers of elementary school-age children.3/ High school enrollment in public schools rose in the

early to mid-1970s, peaked in 1976, and then turned downward through the early 1980s. The number of public secondary school students is continuing to fall in 1990, and then is expected to begin increasing in 1991 when the current elementary school-age children reach high school age.4/

Minority enrollment in the public schools, however, has steadily increased, according to data collected by the Bureau of the Census from 1976 through 1986, and as shown by the table below.

	1976	1980	1984	1986
		(Percent)		
Total	100.0	100.0	100.0	100.0
White	76.0	73.3	71.2	70.4
Minority	25.0	26.7	28.8	29.6
Black	15.5	16.1	16.2	16.1
Hispanic*	6.4	8.0	9.1	9.9
Asian/Pacific Islander	1.2	1.9	2.5	2.8
American Indian/Alaskan Native	.8	.8	.9	.9

*Hispanics may be of any race.

As the table above shows, Asians and Hispanics are increasing proportionately faster than blacks or American Indians. Much of this increase is caused by the new flood of immigrants during the 1980s, which is expected to match or exceed the historic high mark of approximately 9 million immigrants between 1900-1910.5/ Since 1960, 34 percent of immigrants have come from Asia; a like amount, from Latin America.

According to the U.S. Department of Education's Office for Civil Rights, the highest concentrations of minorities occurred in nine States, with 41 to 96 percent of fall 1984 public elementary and secondary school enrollments.6/

State	Percent
California	48.0
District of Columbia	96.2
Hawaii	76.9
Louisiana	45.5
Maryland	41.8
Mississippi	50.7
New Mexico	55.1
South Carolina	41.4
Texas	43.4

According to John B. Kellogg, as discussed in the Phi Delta Kappan, the facts below already present special challenges to the schools.

o Minority enrollment levels in the Nation's 15 largest school systems now range from 70 to 96 percent.

o Twenty-five percent of U.S. children now live below the poverty level.

o About 10 percent of U.S. children have poorly educated parents.7/

The birth rate among foreign-born women in the United States is also higher than that for native-born women. By the year 2050, Hispanics are expected to become 15 percent of the U.S. population, and Asians as much as 10 percent. In addition, the black elementary school-age population will increase proportionately more than the white counterpart during the next decade.8/

Other tables in this report show the distribution of the total among the various racial and ethnic groups. In the next table, enrollment data are presented as the percentage of each racial/ethnic group's population, age 3-34, that was enrolled in U.S. public schools below the college level in October of various years.9/ Ethnic subgroup data on Mexicans were collected by the Bureau of the Census and are shown below, since policymakers need whatever specific racial and ethnic subgroup data that are available.

	1976	1981	1986
		(Percent)	
Total, all races	39.2	34.8	34.0
Whites	37.9	33.5	32.6
Blacks	48.1	42.6	41.6
Hispanics*	41.7	39.2	38.5
Mexicans	41.9	40.0	39.3

*Hispanics may be of any race.

These data reflect, in part, the "greying of America." The median age for the total U.S. population is above 30 (expected to reach 42 in the next century), but younger for blacks (25) and Hispanics (23).10/ Therefore, larger proportions of blacks and Hispanics are of school age.

Minority participation in school programs varies by type of program. In fall 1986, minorities were underrepresented in gifted and talented programs (except for Asians) in the public schools, and overrepresented in the groups receiving punishment and participating in special education (blacks).11/ As shown in table A below, Hispanics and Asians composed all but about 10 percent of the students served in bilingual programs.

Table A.--Percent of student participation in public schools, by race and ethnicity, and by selected characteristics: Fall 1986

Selected characteristics	Total	White	Minority				
			Total minority	Black	Hispanic	Asian	American Indian
			(Percent)				
Enrollment	100	70	30	16	10	3	1
Suspensions	100	59	41	30	9	1	1
Corporal punishment	100	60	40	31	8	<1	1
Gifted/ talented	100	81	19	8	5	6	<1
Educable mentally retarded	100	58	42	35	5	1	1
Trainable mentally retarded	100	60	40	27	10	2	1
Speech impaired	100	73	27	16	8	2	1
Seriously emotionally disturbed	100	65	35	27	7	<1	1
Specific learning disabled	100	71	29	17	10	1	1
Bilingual education	100	7	93	2	70	19	2
Graduates	100	78	22	13	6	3	<1

NOTE: Detail may not add to totals because of rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights.

An important measure of America's progress in equalizing educational opportunity for its youth is the proportion of its students who complete secondary school. Although black and Hispanic youth still lag behind whites in this attainment, minorities have made considerable gains in the last decade, as shown in table B below. Moreover, between 1975 and 1985, the proportion of black 18- to 21-year-olds who were high school dropouts declined by 10 percentage points, to 17 percent (not in table).12/

Table B.--Percent of students completing high school, by year, by age group, and by race and ethnic group

	Year		
	1976	1981	1986
	(Percent of age group)		
Age 18-19			
Total	73.1	72.5	74.6
White	75.4	74.8	76.6
Black	58.2	59.6	64.9
Hispanic	50.9	47.2	54.7
Age 20-24			
Total	83.7	83.7	84.8
White	85.4	85.0	85.4
Black	71.9	75.7	81.0
Hispanic	58.0	59.3	61.6
Age 25-34			
Total	82.3	85.9	86.5
White	83.6	86.8	87.4
Black	71.4	78.6	80.1
Hispanic	51.5	54.9	60.0

SOURCE: U.S. Department of Commerce, Bureau of the Census.

Nevertheless, as the proportion of minorities in the population increases--many of them foreign-born with low English literacy--many of these individuals may go without a high school diploma unless completion rates rise dramatically. A number of State and local school districts are implementing policies to identify students at risk of school failure and to provide programs to assist them. In addition, for individuals without a high school diploma, providing training for the demands of the work place will be a major challenge in the decades ahead.

The Council of Chief State School Officers is developing a definition of the "at-risk child," along with model State and Federal legislation to serve such youngsters. State initiatives are being developed to help students at risk of school failure, including programs for teenage parents, efforts to prevent dropouts, and attempts to enroll more women and minorities in vocational education courses.13/

The Council of Great City Schools is composed of 38 of the largest central-city school districts, which enroll a high proportion of "at-risk students"--nearly 40 percent of the Nation's minority students and 30 percent of its poor children. School districts can track whether students are accumulating credits at the recommended rate or whether they are falling behind over time. If youngsters do not meet promotion requirements at the elementary level, transition classes are sometimes created so students do not have to repeat everything. Master teachers can try a variety of new teaching strategies with these students. According to Education Week, having the same teacher for seventh and eighth grades makes students feel that someone cares about them.14/

Another strategy for keeping students in school is use of incentive programs that offer the promise of a job or further education for students who earn their high school diplomas. While the overall dropout rate is essentially stable (see table B, high school completions), the problem is more urgent than in former years. Unskilled workers are no longer easily absorbed by the economy; and because the relative number of young people has declined, the financial burden of supporting retirees will fall on fewer and fewer young shoulders over time.

Demographers provide clues about who will drop out of school. Poverty is the greatest demographic predictor. Students from the lowest third of family income have a far greater chance of leaving school. When socioeconomic variables are controlled, differences across racial, ethnic, and geographic categories blur. Without considering income, however, differences occur by sex, race, type of community, high school program, and academic performance.

Nearly 3,800 youngsters drop out of school each day. Poor academic performance is the single best predictor of who drops out. The Urban Superintendents Network has proposed six strategies to keep students in school.15/

- o Intervene early.

- o Create a positive school climate.

- o Set high expectations.

- o Select and develop strong teachers.

- o Provide a broad range of instructional programs to accommodate students with diverse needs.

- o Initiate collaborative efforts among schools, communities, churches, and families to develop and administer dropout prevention programs.

As discussed above, considering birth rates and immigration, in addition to mortality rates, demographers project that minority students will compose more than a third of elementary and secondary school enrollments by the turn of the century.16/ This estimate is supported by the fall 1986 Elementary and Secondary School Civil Rights Survey, which found 30 percent minority enrollment in the public schools.17/ (See table A for trends.) However, as the number of minority schoolchildren is increasing, the number of minority students entering the teaching profession is falling. More than 25 percent of public school children is black or Hispanic; only 10.5 percent of public school teachers. This shortage is becoming particularly critical in urban school districts, leading to an absence of minority role models among teachers and administrators to entice minorities into the education profession. Several methods are being proposed by policymakers to attempt to raise the profession's status and, thereby, increase the number of minority persons considering teaching.18/

Teacher incentive programs are being designed and implemented to affect the supply of teachers by making teaching a more attractive profession for qualified individuals. As discussed in Teacher Incentive Programs in the Public Schools, large schools and schools with higher proportions of minority students are more likely to offer incentives to teachers than are other types of schools. In addition, minority teachers are more likely to work in schools offering teacher incentive programs than are white, non-Hispanic, teachers.19/ Of the 2 million teachers in public schools in 1985, minority teachers were about 10 percent of public secondary school teachers and 15 percent of public elementary school teachers.20/

RESEARCH QUESTIONS

Establishing policy to meet the needs of minority groups is a major priority for education leaders, and an important issue in U.S. Department of Education programs. To inform their policy decisions, continued tracking of minority enrollment and completion trends during this critical period, in which the minority school-age population continues to increase rapidly, is essential.

Information about the school environment in which high versus low proportions of minority students are served may also be of help to policymakers. This report, therefore, attempts to shed some light on the following research questions:

- Is percentage minority enrollment affected by size of school, school level or type, size of local education agency, or region?

- Is percentage minority enrollment related to the presence or absence of advanced placement programs?

- Is percentage minority enrollment related to the percentage of graduates applying to college?

A more detailed look at the minority population in the public schools is provided in the following pages. October 1985 population estimates, derived from the Census Bureau's April 1988 Current Population Reports (CPR), are presented below for school enrollment below the college level, including racial and ethnic categories of minorities by sex. Then data from the National Center for Education Statistics (NCES) Public School Survey, 1985 (PSS), are presented and discussed. (Highlights of these PSS findings are shown at the front of the report.) This discussion is followed by a summary, plans for the future, and definitions and technical notes for both surveys. Next are reference tables for both surveys. (The PSS tables include standard errors.) The Appendices include generalized standard errors from the CPR (tables A-1 through A-5), unweighted data from the PSS (tables B-1 through B-3), a list of States in the four geographic regions used by the Census Bureau, and a copy of the Administrator Questionnaire from the PSS.

MINORITY ENROLLMENT DATA FROM THE CURRENT POPULATION SURVEY

In 1985, of about 123 million people age 3-34, approximately 40.6 million were enrolled in public school below the college level; that is, from nursery school through 12th grade. Of these, about 79 percent was white; and 21 percent was minority. Blacks constituted about 17 percent of this enrollment; Hispanics, about 10 percent, with close to 7 percent of them Mexican. (See Census Bureau data in reference tables 1-5. Hispanics may be of any race; Mexicans are a subgroup of Hispanics.)

About 64 percent of all public school enrollment below the college level was in metropolitan areas (table 1), with 37 percent of those students living in a central city. (See Definitions.) Although 77 percent of this metropolitan public school enrollment was white, only 59 percent of this enrollment in a central city was white; and 87 percent outside a central city was white (derived from table 2). About 20 percent of metropolitan public school enrollment was black, with about 70 percent of those blacks living in a central city (derived from table 3).

According to the Census Bureau, minorities enrolled in public school below college level in 1985 tended to reside in metropolitan areas as opposed to nonmetropolitan areas: 73 percent of the black students (table 3); and 85 percent of the Hispanics (table 4), including 83 percent of the Mexicans (table 5).

The largest proportion of minority students was reported to be in elementary school: 45 percent of blacks (see table 3); and 49 percent of Hispanics, including Mexicans (see table 4). By sex, males were about 52 percent of whites enrolled in these public elementary schools (see table 2); about 50 percent of each of the minority groups (see tables 3 through 5).

MINORITY DATA FROM THE PUBLIC SCHOOL SURVEY, 1985

Unlike the Census Bureau data, discussed in the preceding section, which represent household-level information, data collected by the Administrator Questionnaire of the NCES Public School Survey, 1985 (PSS), represent school-level information. Item 3 asked, "What is the estimated percentage of students attending this school who are members of a minority group?" Minority was defined as American Indian or Alaskan Native, Asian or Pacific Islander, black, and

Hispanic. The eight choices for estimated percentage are shown below.

None
Less than 5
5-14
15-24
25-49
50-74
75-89
90 or more

The following analysis of the 1985 PSS data (tables 6-13) involved comparisons between the lowest minority enrollment category (none to less than 5 percent) and the highest minority enrollment category (75 percent or greater). The formation of the four specific minority enrollment percentage categories displayed in tables 6-13 was accomplished by attempting to balance the total distribution among four categories. No analyses were conducted on the two middle categories.

Minority Enrollment

With parental choice about which schools their children will attend, the composition of the student body may change which, Coleman found, can influence those students' achievement, as well as educational attainment. The variables of school size, school type, size of local education agency (LEA), and region are examined separately below as to their proportions of minority enrollments.

Minority Enrollment by School Size

More small schools (53 percent), compared to medium or large schools (35 and 30 percent, respectively), reported having less than 5 percent minority students. Conversely, more medium and large schools (13 and 15 percent, respectively), compared to small schools (8 percent), reported having 75 percent or greater minority students (table 6). Schools with larger enrollments were more likely to have a higher percent minority.

Minority Enrollment by School Type

More secondary schools (53 percent) than elementary schools (45 percent) reported having less than 5 percent minority students. However, compared to "other" (see Definitions) schools (29 percent), more elementary and secondary schools reported having less than 5 percent minority enrollment. In addition, more elementary (10

percent) than secondary schools (7 percent) reported having 75 percent or greater minority students (table 7).

These findings on school type were as expected, since as shown by the trend data in the introduction to this report, the birth rate for minorities is higher per 1,000 population. Thus, a larger proportion of minority children is of elementary school age. In addition, the dropout rate for minorities is higher than for whites. Thus, proportionately fewer minority students are in high school.

Minority Enrollment by LEA Size

Comparisons by size of LEA were highly significant. As the size of the school district increased, fewer districts reported the lowest category of minority students, and more districts reported the highest category (table 8). Thus, higher proportions of minority students were attending school in larger school districts. This finding corroborates the earlier discussion about Census Bureau data showing that minorities are more likely to be found in large urban areas.

Minority Enrollment by Region

More schools in the North Central and the Northeast (67 and 63 percent, respectively), compared to the South (24 percent), reported having students in the lowest minority category. Further, more schools in the West and South (12 and 14 percent, respectively), compared to the North Central region (5 percent), reported having students in the highest minority category (table 9). That is, schools with higher proportions of minority students were more likely to be in the West and South. This finding corroborates the data collected by the Office for Civil Rights, and illustrated above, which showed that the nine States with the largest concentrations of minorities in the public schools were primarily in the West and South.

Advanced Placement

Advanced placement (AP) programs, in existence for more than 30 years, are academic enrichment programs offering college-level courses and exams for secondary school students. Successful performance affords students the opportunity to receive advanced placement and/or credit upon entering college. For example, the AP Program of the College Entrance Examination Board currently provides examinations on 29 introductory courses in 15 fields. More than 1,300 colleges and universities grant a year's advanced standing to

students earning sufficient AP course credits, often substantially reducing the cost of their education. Achievement of these students in college is generally superior to that of other students at the same college taking their basic college courses at that college.21/

For secondary schools in the PSS reporting the lowest minority enrollment category, no significant difference was found in the presence or absence of AP programs. However, for schools reporting the highest minority enrollment category (table 10), a higher proportion of them had no advanced placement program (9 percent, as compared to 5 percent with AP programs) . In other words, schools with higher proportions of minority students were more likely not to have AP programs.

Application to College

Over all, total estimated college application rates decreased significantly (from 50 percent to 35 percent) as percentage minority enrollment increased from lowest to highest (tables 11-13). That is, schools with a higher proportion of minorities in the student body tended to have lower college application rates. The following discussion is based on a more detailed analysis of the effect of low versus high proportions of minority enrollments on college application rates by school size, LEA size, and region.

Application to College by School Size

The overall college application rate was highest in large schools (55 percent). Students who attended schools with higher proportions of minority students were more likely to apply to college if they attended large schools than small or medium schools. Although large schools reported a higher application rate to college (56 percent) than did medium schools (46 percent) for the lowest minority enrollment category, large schools had an even greater differential college application rate (51 percent) than did small or medium schools (26 and 33 percent, respectively) in the highest category of minority enrollment (table 11).

Application to College by LEA Size

No effect on college application rates was found for the proportion of minority students at the district level. College application rates did not vary significantly by size of LEA in either the lowest or the highest category of minority enrollment (table 12).

Application to College by Region

Schools in the North Central and Northeast regions had a higher college application rate (51 and 55 percent, respectively) than did the South (39 percent) when the minority enrollment was the lowest. No significant regional differences in the college application rate were found among schools reporting the highest minority enrollment (table 13).

SUMMARY OF FINDINGS

Analyses conducted to address the research questions that are the subject of this report suggest the following conclusions. Minority participation fluctuates by school size (enrollment), school type, district size, and region. Percentage minority enrollment was highest for medium and large schools; lowest, for small schools. Elementary schools, large school districts, and the West and South had higher proportions of minority students. In addition, the highest category of minority representation, 75 percent or greater, was reported by a higher proportion of schools with no advanced placement program.

College application rates did not vary significantly across district sizes or regions in the highest minority category. However, schools with the highest enrollment, as well as the highest minority category, had the highest college application rates.

Even though schools with high proportions of minorities were less likely to have AP programs, 1988 data from the New York-based College Entrance Examination Board suggest that minority students participating in the program have more than doubled since 1983. Minorities constituted about 20 percent of all students taking AP exams in 1988. According to the AP Yearbook, the number of credit-earning AP grades received by minority students increased by 34 percent, compared with 11 percent for other students. On this index of academic quality, minority students are gaining. College Board officials expect this trend to continue. Through 45 AP Summer Teaching Institutes, secondary school teachers can receive training in strategies and techniques of teaching AP courses. For teachers who work with predominantly minority students, or who work in schools located in economically disadvantaged areas, the AP Program provides stipends for them to attend.22/

PLANS FOR FUTURE MINORITY DATA

Policymakers and research organizations have requested that NCES provide data on specific racial and ethnic composition of school enrollments, graduation rates, and college application rates. As noted in the earlier sections of this report, and detailed in reference tables 1-5, the Census Bureau's Current Population Reports are a good source of some of this information. However, additional racial and ethnic subgroup data are needed (e.g., Hispanic statistics that are further subdivided into Puerto Rican, Cuban, Mexican, and so forth). Other surveys conducted by NCES (such as the High School and Beyond Survey) have found significant differences in comparisons among racial and ethnic subgroups.

This report was constrained by the limited minority information obtained in the Public School Survey, 1985. No actual counts of minority enrollments were obtained; nor was racial and ethnic subgroup composition obtained. Generally, when socioeconomic status is controlled for, some of the differences are diminished among minority groups, or between majority versus minority populations. Thus, conclusions about minorities, from the 1985 PSS data in this report, cannot be taken to apply equally to Asians, American Indians, blacks, and Hispanics. Therefore, conclusions about the effects of school size, LEA size, region, or school type are tentative when considering the PSS alone. Yet the general findings are corroborated by the other surveys discussed in this report.

The NCES Schools and Staffing Survey, 1987-88 (SASS), data are being analyzed, and reports will be forthcoming during the next 2 years, including some data on minority composition of the teaching staff, administrators, and student enrollment. Specifically, SASS collected data on teachers' and administrators' race and ethnicity, as well as racial and ethnic student counts. Although no Hispanic subgroups or Asian subgroups can be identified or singled out in that analysis, the data will be more informative than the Public School Survey, 1985, in that actual counts of blacks, Hispanics, American Indians, and Asians, as well as whites, were obtained for teachers, administrators, and students. These data can be cross tabulated with a number of items in addition to the ones examined in this report to shed more light on policy issues related to minority concerns.

NOTES

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2. U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Education Statistics, Coleman, James S., Equality of Educational Opportunity, Contract No. OE-38001 (Washington, DC: 1966).

3. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, Digest of Education Statistics 1988 (Washington, DC: 1988).

4. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1988 Education Indicators (Washington, DC: 1988).

5. Kellogg, John B., "Forces of Change," Phi Delta Kappan (November 1988) 199-204.

6. U.S. Department of Education, Office for Civil Rights, "State Summaries of Elementary and Secondary School Civil Rights Survey," Digest of Education Statistics (Washington, DC: 1980, 1982, 1988).

7. Kellogg, op. cit.

8. U.S. Department of Commerce, Bureau of the Census, "School Enrollment--Social and Economic Characteristics of Students: October 1986," Current Population Reports, Population Characteristics, Series P-20, No. 429 (Washington, DC).

9. U.S. Department of Commerce, Bureau of the Census, "School Enrollment--Social and Economic Characteristics of Students: October 1976, 1980 and 1981, and 1986," Current Population Reports, Population Characteristics, Series P-20, Nos. 319, 420, and 429 (Washington, DC: various years).

10. Kellogg, op. cit.

11. U.S. Department of Education, Office for Civil Rights, "1986 Elementary and Secondary School Civil Rights Survey National Summaries" (Washington, DC: 1987).

12. U.S. Department of Commerce, "School Enrollment 1976, 1980 and 1981, and 1986," op. cit.

13. Education Week, 6 (32) (May 6, 1987).

14. Education Week, 6 (11) (November 19, 1986).

15. U.S. Department of Education, Office of Educational Research and Improvement, Dealing with Dropouts: The Urban Superintendents' Call to Action (Washington, DC: 1987).

16. Education Daily Consensus Panel. Education Daily, 21 (132) (Salem, MA: 1988).

17. U.S. Department of Education, "1986 Civil Rights Survey," op. cit.

18. Education Daily Consensus Panel, op. cit.

19. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, Teacher Incentive Programs in the Public Schools (Washington, DC: 1989).

20. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, Profiles of Public and Private School Teachers: 1984-1986 (Washington, DC).

21. College Entrance Examination Board, Advanced Placement: The College Board Technical Manual for the Advanced Placement Program (New York: 1988).

22. College Entrance Examination Board, AP Yearbook 1988 (New York: 1988).

DEFINITIONS

Current Population Survey

The following definitions are used by the Census Bureau in its Current Population Survey and pertain to reference tables 1-5.

Central cities are the largest cities, with 50,000 or more inhabitants, in a Standard Metropolitan Statistical Area (SMSA). A smaller city within an SMSA may also qualify if it has at least 25,000 inhabitants or has a population of one-third or more of that of the largest city and a minimum population of 25,000. An exception occurs where two cities have contiguous boundaries and constitute, for economic and social purposes, a single community of at least 50,000, the smaller of which must have a population of at least 15,000.

Metropolitan residents live inside a Standard Metropolitan Statistical Area (SMSA).

Nonmetropolitan residents live outside an SMSA.

Standard Metropolitan Statistical Area (SMSA) is a large population nucleus and the nearby communities which have a high degree of economic and social integration with that nucleus. Each SMSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. In New England, towns and cities, rather than counties, are the basic units. SMSAs are designated by the Office of Management and Budget. An SMSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. An SMSA also includes such additional outlying counties which meet specified criteria relating to metropolitan character and level of commuting of workers into the central city or counties. Specified criteria governing the definition of SMSAs recognized before 1980 are published in Standard Metropolitan Statistical Areas 1975, issued by the Office of Management and Budget. New SMSAs were designated when 1980 counts showed that they met one or both of the following criteria:

- Included a city with a population of at least 50,000 within their corporate limits, or

- Included a Census Bureau-defined urbanized area (which must have a population of at least 50,000) and a total SMSA population of at least 100,000 (or, in New England, 75,000).

School enrollment. The Census Bureau school enrollment statistics in this report are based on replies to the inquiry as to whether the person was enrolled in school. Counted as enrolled was anyone who had been enrolled at any time during the current term or school year in any type of graded public school in the regular school system.

Such schools include nursery schools, kindergartens, elementary schools (1st to 8th grades), and high schools (9th to 12th grades). Attendance may be on a full-time or a part-time basis and during the day or night. Thus, regular schooling is that which may advance a person age 3-34 toward an elementary or high school diploma. Therefore, reference tables 1-5 include enrollment data on persons up to 34 years of age who were still pursuing a regular school diploma.

Public School Survey, 1985

The following definitions were used by NCES in its Public School Survey, 1985 (PSS), and apply to reference tables 6-13.

Region is one of the Census Bureau's four-region State groupings--West, North Central, Northeast, and South--according to the State in which the schools are located. The Appendix contains a list of States in each of these regions.

School level or type is designated elementary, secondary, or other, as follows: The school level was coded as "elementary" if the highest grade in the school was less than grade nine; school level was coded as "secondary" if the lowest grade was higher than grade eight; all other school levels were coded as "other." These school levels were determined by Public Administrator questionnaire item 9, "Check each grade in which instruction is offered in this school, whether or not there are any students in that grade."

Size of school is either small (less than 500 students), medium (500 to 999 students), or large (1,000 or more students).

Size of local education agency (LEA) is the category into which the district is classified according to the number of schools it operates; i.e., small (1 to 5 schools), medium (6 to 50 schools), or large (over 50 schools).

Advanced placement (AP) program for students in grades 10, 11, or 12 comes from item 11. It refers to courses for which college credit is granted based upon approval by a college or secondary school association. This definition does not include those schools in which students may take an AP exam for potential credit without having taken the appropriate coursework. Thus, some schools, possibly smaller schools that may not have the facilities or staff to offer coursework, may not be represented in this analysis.

Students graduating comes from item 13, "How many students who were enrolled in a regular day school program were graduated from the 12th grade in this school last year? (Include summer school graduates from 1984.)
Number of students graduated:_____."

Graduates applying to college comes from item 14, "What is the estimated percentage of these graduates (item 13) that applied to a 2- or 4-year college?
Estimated percent:_____."

TECHNICAL NOTES

As described below, comparisons made among variables from the Public School Survey, 1985, were tested for significance by the author. Data from other surveys mentioned in this report (e.g., the Census Bureau data and the Office for Civil Rights data) were not tested for significance by this author. Therefore, the originators of these other data are responsible for the technical accuracy of their findings, as reported in the primary sources from which these data were compiled.

Census Bureau's Current Population Survey

The estimates of school enrollment, as well as social and economic characteristics of students, contained in reference tables 1-5 are based on data collected in the Census Bureau's monthly household survey. The monthly Current Population Survey (CPS) sample consists of 60,000 households in 729 areas, comprising counties, independent cities, and minor civil divisions throughout the 50 States and the District of Columbia. The sample was initially selected from the 1970 census files and is periodically updated to reflect new housing construction when possible. The CPS was redesigned following the 1980 decennial census.

The monthly CPS deals with labor force data, including educational attainment for the civilian noninstitutional population. (It excludes military personnel and their families living on post and inmates of institutions.) In addition, supplemental questions are asked in October about enrollment for all household members. The response rate is about 96 percent. About one household in every 24 visited results in a noninterview because the occupants are not at home after repeated calls or are unavailable for some other reason.

The estimation procedure employed for the monthly CPS data involves the inflation of weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from the 1980 decennial census; statistics on births, deaths, immigration, and emigration; and statistics on the strength of the Armed Forces. Generalized standard errors are provided in tables A-1 through A-5 in the Appendix.

NCES Public School Survey, 1985

The Survey

The Public School Survey, 1985 (PSS), obtained responses from 8,568 teachers and 2,301 administrators from an initial sample of 2,801 schools. The schools were selected from the Common Core of Data maintained by the National Center for Education Statistics (NCES).

As the first step in the sampling procedure, nine strata of schools were defined, based on combinations of three school types (elementary, secondary, and other) and three categories of district size (1-5 schools, 6-50 schools, and over 50 schools). Sample schools were selected independently within each stratum, with probability proportional to the square root of each school's full-time-equivalent number of teachers.

School-level data were collected on enrollment, student characteristics, staffing levels, use of aides and unpaid volunteers, computer usage, incentive pay programs, and other areas. Although a Teacher Questionnaire was also used in the overall survey, this report discusses only school-level data, which were obtained through the Administrator Questionnaire. Data were collected during the first few months of 1985. The response rate for schools was 85 percent.

Precision of Estimates for PSS

The computer programming software package known as Statistical Analysis System (SAS) was used to produce the computer runs. Specifically to compute the variances, CDC Tabs was used, developed by C. Dennis Carroll of NCES.

The estimates presented in reference tables 6-13 are based on samples and are subject to sampling variability. Responses from 2,301 administrators were weighted up to provide national estimates. The weights reflect the sampling probability associated with each observation. Caution should be exercised in interpreting statistics based on relatively small numbers of cases, as well as in interpreting relatively small differences between estimates. (See tables B-1 through B-3 in the Appendix for unweighted sample numbers for PSS variables examined in this report.) If the questionnaires had been sent to different samples, the responses would not have been identical. Some numbers might have been higher; others, lower. The standard errors in the tables provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under similar conditions, a range of plus or minus two standard errors would include the population value about 95 percent of the time.

These standard errors were used in computing difference of means t-tests with appropriate Bonferroni adjustments for multiple comparisons. The general t-test formula applied was

$$(A-B) / \sqrt{(S.E._A)^2 + (S.E._B)^2}$$

for independent means. The answer obtained is a z statistic. The z statistic can be used to judge significance; if the absolute value of the z statistic is greater than 1.645, significance is at the 90 percent level; and a z greater than 1.96 is significant at the 95 percent level.

This report involves numerous comparisons, which makes it particularly important to use caution in interpreting small differences. The level of significance used in this report as the minimum accepted level of significance is .05, or 95 percent confidence for comparisons involving PSS data. All such comparisons cited in the text are statistically significant at the .05 level or better, unless otherwise noted. The phrase, "no differences were found" indicates that the difference between the groups compared was not statistically significant at the .05 level or better.

The Bonferroni adjustments used were as follows. For all pairwise comparisons between regions, dividing the significance level of .05 by 12 possible pairwise comparisons for low (less than 5 percent) and for high (75 percent or greater) representation of minority students for the 4 regions results in an adjusted significance level of .00417. Among school sizes, LEA sizes, and school types, dividing .05 by 6 possible pairwise comparisons for the 3 school sizes or other groups, results in an adjusted level of .00833; and between schools with or without advanced placement programs, dividing by 2 results in an adjusted significance level of .025.

Variables like school size, school type, and LEA size are correlated at the school level; obtaining significance on one of these variables is likely to lead to significance on the others. Further, when doing several t-tests, the likelihood increases that at least one of them will yield a misleading result. When no difference between the means or percentages being compared really exists, still a 5 percent chance of getting a t-value of 1.96 occurs from sampling error. Although this 5 percent risk seems acceptable for a single t-test, the risk of getting at least one t-value of 1.96 increases in a series of t-tests. For 5 t-tests, the risk of obtaining one misleading t-score is 23 percent; for 10 t-tests, it is 40 percent; and for 20 t-tests, the risk of getting one t-value of 1.96 from sampling error increases to 64 percent. The risk of finding a significant t-score as a result of sampling error decreases for t-scores over 1.96.

A balance should be maintained between making multiple tests, one of which can then give misleading results, and making few tests under stringent control of error rates, a strategy likely to fail to find differences when they exist. No simple solution to this dilemma exists for a descriptive, exploratory report.

Standard errors also cannot take the effects of nonsampling biases into account. Several nonsampling factors could bias or limit the findings presented here. First, the Public School Survey data are from school year 1984-85. While substantial changes during the last few years are unlikely for the variables analyzed here, such changes cannot be ruled out completely. Second, the survey was not designed with the specific types of analyses presented here in mind; consequently, some desirable information (e.g., distribution of each racial and ethnic group by region and school size) was not requested. Third, errors by respondents in interpreting items, coding and entering responses into a database, and nonresponse biases are all possible. When identified, a few cases of obvious coding errors have been corrected or defined as missing. Also, the items addressed here appear straightforward enough to keep to a minimum the potential problem of respondents' errors of misinterpretation.

More detailed documentation of the survey methodology is contained in the full technical report of the PSS, which is entitled, 1985 Public School Survey Final Report, Deliverable No. 28; R. Paul Moore, Project Director; RTI Project No. 3066, Contract No. 300-84-0264; Research Triangle Institute, Chapel Hill, NC: November 1986.

FOR MORE INFORMATION

For further information about this report, or the Public School Survey, 1985, please contact Charles Hammer, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone number (202) 357-6330. For further information about the Current Population Survey, contact Paul Siegel, Education Branch, Bureau of the Census, U.S. Department of Commerce, Washington, DC 20233, telephone number (202) 763-5203.

Table 1.--Number and percent of students of all races, age 3 to 34 years, enrolled in public schools below the college level, by grade level, and by sex and residence: United States, October 1985

(Numbers in thousands)

Sex and residence	Total		Nursery school		Kindergarten		Grades 1-6		Grades 7-8		Grades 9-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total, all residences	40,642	100.0	855	2.1	3,220	7.9	17,838	43.9	5,964	14.7	12,764	31.4
Male	20,874	51.3	408	47.7	1,692	52.5	9,157	51.3	3,029	50.8	6,587	51.6
Female	19,768	48.6	447	52.3	1,528	47.5	8,681	48.7	2,935	49.2	6,177	48.4
Total, metropolitan	26,179	64.4	579	2.2	2,012	7.7	11,456	43.8	3,817	14.6	8,314	31.8
Male	13,463	51.4	266	45.9	1,088	54.1	5,895	51.5	1,916	50.2	4,298	51.7
Female	12,716	48.6	313	54.1	924	45.9	5,561	48.5	1,901	49.8	4,016	48.3
Total in a central city	9,758	37.3	271	2.8	768	7.9	4,463	45.7	1,379	14.1	2,878	29.5
Male	5,035	51.6	106	39.1	424	55.3	2,319	52.0	669	48.5	1,517	52.7
Female	4,723	48.4	165	60.9	343	44.7	2,144	48.0	710	51.5	1,361	47.3
Total outside central city	16,421	62.7	309	1.9	1,244	7.6	6,993	42.6	2,439	14.9	5,436	33.1
Male	8,428	51.3	160	51.8	663	53.3	3,576	51.1	1,248	51.2	2,781	51.2
Female	7,993	48.7	149	48.2	581	46.7	3,417	48.9	1,191	48.8	2,655	48.8
Total, nonmetropolitan	14,463	35.6	275	1.9	1,209	8.4	6,383	44.1	2,147	14.8	4,450	30.8
Male	7,411	51.2	141	51.3	605	50.0	3,263	51.1	1,113	51.8	2,289	51.4
Female	7,052	48.8	134	48.7	604	50.0	3,120	48.9	1,034	48.2	2,161	48.6

NOTE: Detail may not add to totals because of rounding. Within each category of residence, sex is distributed as its share of 100 percent.

SOURCE: Current Population Reports, Series P-20, No. 426, April 1988.

Table 2.--Number and percent of white students, age 3 to 34 years, enrolled in public schools below the college level, by grade level, and by sex and residence: United States, October 1985

(Numbers in thousands)

Sex and residence	Total		Nursery school		Kindergarten		Grades 1-6		Grades 7-8		Grades 9-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total, all residences	32,237	100.0	617	1.9	2,545	7.9	14,078	43.7	4,739	14.7	10,258	31.8
Male	16,624	51.6	314	50.9	1,348	53.0	7,248	51.5	2,405	50.7	5,309	51.8
Female	15,613	48.4	303	49.1	1,197	47.0	6,830	48.5	2,334	49.3	4,949	48.2
Total, metropolitan	20,032	62.1	381	1.9	1,578	7.9	8,733	43.6	2,931	14.6	6,410	32.0
Male	10,351	51.7	186	48.8	860	54.5	4,513	51.7	1,467	50.1	3,326	51.9
Female	9,681	48.3	195	51.2	718	45.5	4,220	48.3	1,464	49.9	3,084	48.1
Total in a central city	5,778	28.8	132	2.3	467	8.1	2,699	46.7	808	14.0	1,672	28.9
Male	2,992	51.8	53	40.2	255	54.6	1,403	52.0	380	47.0	902	53.9
Female	2,786	48.2	79	59.8	212	45.4	1,296	48.0	428	53.0	770	46.1
Total outside central city	14,255	71.2	249	1.7	1,111	7.8	6,035	42.3	2,123	14.9	4,737	33.2
Male	7,359	51.6	133	53.4	605	54.5	3,111	51.6	1,087	51.2	2,423	51.2
Female	6,896	48.4	116	46.6	506	45.5	2,924	48.4	1,036	48.8	2,314	48.8
Total, nonmetropolitan	12,204	37.9	235	1.9	968	7.9	5,345	43.8	1,808	14.8	3,848	31.5
Male	6,273	51.4	128	54.5	489	50.5	2,735	51.2	938	51.9	1,983	51.5
Female	5,931	48.6	107	45.5	479	49.5	2,610	48.8	870	48.1	1,865	48.5

NOTE: Detail may not add to totals because of rounding. Within each category of residence, sex is distributed as its share of 100 percent.

SOURCE: Current Population Reports, Series P-20, No. 426, April 1988.

Table 3.--Number and percent of black students, age 3 to 34 years, enrolled in public schools below the college level, by grade level, and by sex and residence: United States, October 1985

(Numbers in thousands)

Sex and residence	Total		Nursery school		Kindergarten		Grades 1-6		Grades 7-8		Grades 9-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total, all residences	6,974	100.0	212	3.0	562	8.0	3,125	44.8	1,008	14.5	2,068	29.7
Male	3,525	50.5	81	38.2	289	51.4	1,599	51.2	511	50.7	1,046	50.6
Female	3,449	49.5	131	61.8	273	48.6	1,526	48.8	497	49.3	1,022	49.4
Total, metropolitan	5,103	73.2	185	3.6	360	7.1	2,264	44.4	726	14.2	1,567	30.7
Male	2,573	50.4	75	40.5	188	52.2	1,153	50.9	365	50.3	791	50.5
Female	2,530	49.6	110	59.5	172	47.8	1,111	49.1	361	49.7	776	49.5
Total in a central city	3,544	69.4	131	3.7	271	7.6	1,580	44.6	498	14.1	1,064	30.0
Male	1,802	50.8	52	39.7	152	56.1	817	51.7	248	49.8	533	50.1
Female	1,742	49.2	79	60.3	119	43.9	763	48.3	250	50.2	531	49.9
Total outside central city	1,558	30.5	54	3.4	89	5.7	684	43.9	229	14.7	503	32.3
Male	770	49.4	23	42.6	36	40.4	336	49.1	118	51.5	258	51.3
Female	788	50.6	31	57.4	53	59.6	348	50.9	111	48.5	245	48.7
Total, nonmetropolitan	1,871	26.8	27	1.4	202	10.8	860	46.0	281	15.0	502	26.8
Male	952	50.9	6	22.2	101	50.0	446	51.9	145	51.6	255	50.8
Female	919	49.1	21	77.8	101	50.0	414	48.1	136	48.4	247	49.2

NOTE: Detail may not add to totals because of rounding. Within each category of residence, sex is distributed as its share of 100 percent.

SOURCE: Current Population Reports, Series P-20, No. 426, April 1988.

Table 4.--Number and percent of students of Hispanic origin, age 3 to 34 years, enrolled in public schools below the college level, by grade level, and by sex and residence: United States, October 1985

(Numbers in thousands)

Sex and residence	Total		Nursery school		Kindergarten		Grades 1-6		Grades 7-8		Grades 9-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total, all residences	4,117	100.0	105	2.5	315	7.7	2,008	48.8	599	14.5	1,090	26.5
Male	2,097	50.9	59	56.2	162	51.4	1,026	51.1	306	51.1	543	49.8
Female	2,020	49.1	46	43.8	153	48.6	982	48.9	293	48.9	547	50.2
Total, metropolitan	3,506	85.2	82	2.3	268	7.6	1,708	48.7	499	14.2	949	27.1
Male	1,776	50.7	45	54.9	137	51.1	872	51.1	254	50.9	468	49.3
Female	1,730	49.3	37	45.1	131	48.9	836	48.9	245	49.1	481	50.7
Total in a central city	2,087	59.5	48	2.3	164	7.9	1,037	49.7	299	14.3	539	25.8
Male	1,039	49.8	19	39.6	77	47.0	536	51.7	145	48.5	263	48.8
Female	1,048	50.2	29	60.4	87	53.0	501	48.3	154	51.5	276	51.2
Total outside central city	1,419	40.5	35	2.5	104	7.3	670	47.2	200	14.1	410	28.9
Male	737	51.9	27	77.1	60	57.7	335	50.0	109	54.5	205	50.0
Female	682	48.1	8	22.9	44	42.3	335	50.0	91	45.5	205	50.0
Total, nonmetropolitan	610	14.8	23	3.8	46	7.5	300	49.2	101	16.5	141	23.1
Male	320	52.5	14	60.9	25	54.3	155	51.7	52	51.5	75	53.2
Female	290	47.5	9	39.1	21	45.7	145	48.3	49	48.5	66	46.8

NOTE: Detail may not add to totals because of rounding. Within each residence category, sex is distributed as its share of 100 percent. Persons of Hispanic origin may be of any race.

SOURCE: Current Population Reports, Series P-20, No. 426, April 1988.

Table 5.--Number and percent of students of Mexican origin, age 3 to 34 years, enrolled in public schools below the college level, by grade level, and by sex and residence: United States, October 1985

(Numbers in thousands)

Sex and residence	Total		Nursery school		Kindergarten		Grades 1-6		Grades 7-8		Grades 9-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total, all residences	2,690	100.0	55	21.0	223	8.3	1,315	48.9	429	15.9	667	24.8
Male	1,346	50.0	35	63.6	121	54.3	664	50.5	215	50.1	310	46.5
Female	1,344	50.0	20	36.4	102	45.7	651	49.5	214	49.9	357	53.5
Total, metropolitan	2,236	83.1	36	1.6	187	8.4	1,100	49.2	348	15.6	565	25.3
Male	1,107	49.5	24	66.7	103	55.1	551	50.1	176	50.6	253	44.8
Female	1,129	50.5	12	33.3	84	44.9	549	49.9	172	49.4	312	55.2
Total in a central city	1,222	54.7	12	1.0	103	8.4	614	50.2	193	15.8	301	24.6
Male	590	48.3	3	25.0	53	51.5	311	50.7	95	49.2	129	42.9
Female	632	51.7	9	75.0	50	48.5	303	49.3	98	50.8	172	57.1
Total outside central city	1,014	45.3	27	2.7	84	8.3	485	47.8	156	15.4	265	26.1
Male	517	51.0	23	85.2	50	59.5	240	49.5	82	52.6	125	47.2
Female	497	49.0	4	14.8	34	40.5	245	50.5	74	47.4	140	52.8
Total, nonmetropolitan	453	16.8	18	4.0	36	7.9	216	47.7	81	17.9	102	22.5
Male	238	52.5	11	61.1	18	50.0	113	52.3	39	48.1	57	55.9
Female	215	47.5	7	38.9	18	50.0	103	47.7	42	51.9	45	44.1

NOTE: Detail may not add to totals because of rounding. Within each residence category, sex is distributed as its share of 100 percent. Persons of Mexican origin may be of any race.

SOURCE: Current Population Reports, Series P-20, No. 426, April 1988.

Table 6.--Percent of public schools with varying percentage categories of minority enrollment, by school size: United States, October 1985

School size	All public schools	Minority enrollment category: Less than 5 percent	5 percent to 24 percent	25 percent to 74 percent	75 percent or greater
	Percent of schools				
Total	100	46 (1.37)	23 (1.12)	21 (1.06)	10 (0.71)
Small	100	53 (1.92)	19 (1.48)	20 (1.47)	8 (0.91)
Medium	100	35 (2.05)	29 (1.98)	24 (1.73)	13 (1.38)
Large	100	30 (2.31)	31 (2.31)	25 (2.10)	15 (1.69)
Population	81,357	37,406	18,531	17,484	7,936

NOTE: Detail may not add to totals because of rounding. Numbers in parentheses are standard errors for the estimates in the preceding columns. Population = weighted national estimates of public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 7.--Percent of public schools with varying percentage categories of minority enrollment, by school type: United States, October 1985

School type	All public schools	Minority enrollment category: Less than 5 percent		5 percent to 24 percent		25 percent to 74 percent		75 percent or greater	
	Percent of schools								
Total	100	46	(1.37)	23	(1.12)	21	(1.06)	10	(.71)
Elementary	100	45	(1.71)	23	(1.39)	22	(1.33)	10	(0.10)
Secondary	100	53	(1.77)	22	(1.49)	18	(1.34)	7	(0.82)
Other	100	29	(5.17)	29	(5.75)	31	(4.91)	12	(2.66)
Population	81,357	37,406		18,531		17,484		7,936	

NOTE: Detail may not add to totals because of rounding. Numbers in parentheses are standard errors for the estimates in the preceding columns. Population = weighted national estimates of public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 8.--Percent of public schools with varying percentage categories of minority enrollment, by size of local education agency (LEA): United States, October 1985

LEA size	All public schools	Minority enrollment category: Less than 5 percent	5 percent to 24 percent	25 percent to 74 percent	75 percent or greater
		Percent of schools			
Total	100	46 (1.37)	23 (1.12)	21 (1.06)	10 (0.71)
Small	100	69 (2.54)	17 (1.93)	11 (1.79)	3 (0.98)
Medium	100	42 (1.97)	28 (1.72)	22 (1.58)	8 (1.04)
Large	100	9 (1.34)	20 (1.77)	43 (2.25)	29 (2.08)
Population	81,357	37,406	18,531	17,484	7,936

NOTE: Detail may not add to totals because of rounding. Numbers in parentheses are standard errors for the estimates in the preceding columns. Population = weighted national estimates of public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 9.--Percent of public schools with varying percentage categories of minority enrollment, by region: United States, October 1985

Region	All public schools	Minority enrollment category: Less than 5 percent		5 percent to 24 percent		25 percent to 74 percent		75 percent or greater	
	Percent of schools								
Total	100	46	(1.37)	23	(1.12)	21	(1.06)	10	(0.71)
West	100	33	(3.22)	30	(2.99)	25	(2.86)	12	(1.89)
North central	100	67	(2.37)	18	(1.87)	11	(1.49)	5	(0.91)
Northeast	100	63	(3.03)	19	(2.55)	9	(1.62)	9	(1.47)
South	100	24	(1.99)	26	(1.91)	37	(2.11)	14	(1.51)
Population	81,357	37,406		18,531		17,484		7,936	

NOTE: Detail may not add to totals because of rounding. Numbers in parentheses are standard errors for the estimates in the preceding columns. Population = weighted national estimates of public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 10.--Number and percent of public schools with varying percentage categories of minority enrollment, with or without grades 10-12, and with or without advanced placement (AP) programs: United States, October 1985

	All public schools		Minority enrollment category									
			Less than 5 percent			5 percent to 24 percent			25 percent to 74 percent			75 percent or greater		
	Number	Percent	Number	Percent		Number	Percent		Number	Percent		Number	Percent	
Total schools	81,357	100	37,406	46	(1.37)	1,831	23	(1.12)	17,484	21	(1.06)	7,936	10	(0.71)
Schools without grades 10-12	61,236	100	27,218	44	(1.72)	14,067	23	(1.40)	13,508	22	(1.31)	6,442	11	(0.90)
Schools with grades 10-12	20,121	100	10,188	51	(1.93)	4,464	22	(1.56)	3,976	20	(1.63)	1,494	7	(0.85)
Schools with AP programs	7,624	100	3,610	47	(2.81)	2,172	29	(2.47)	1,430	19	(1.86)	412	5	(0.84)
Schools without AP programs	12,498	100	6,578	53	(2.64)	2,292	18	(1.91)	2,546	20	(2.38)	1,082	9	(1.27)

NOTE: Detail may not add to totals because of rounding. Numbers in parentheses are standard errors for the estimates in the preceding columns.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 11.--Mean percent of public high school graduates applying to college, by percentage category of minority enrollment and size of graduates' high schools: United States, October 1985

School size	Total applying to college	Minority enrollment category: Less than 5 percent	5 percent to 24 percent	25 percent to 74 percent	75 percent or greater
		Percent of graduates			
Total	45 (0.99)	50 (1.46)	43 (1.82)	40 (2.09)	35 (2.59)
Small	41 (1.97)	49 (2.27)	31 (3.31)	28 (2.77)	26 (4.68)
Medium	44 (1.08)	46 (1.56)	43 (1.87)	43 (2.37)	33 (2.75)
Large	55 (0.91)	56 (1.61)	56 (1.50)	55 (1.54)	51 (2.09)
Population	2,718,725	1,169,973	792,635	570,177	185,940

NOTE: Detail may not add to totals because of rounding. Numbers in parentheses are standard errors for the estimates in the preceding columns. Population = weighted national estimates of number of students graduating from public high schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 12.--Mean percent of public high school graduates applying to college, by percentage category of minority enrollment and size of graduates' local education agencies (LEA): United States, October 1985

LEA size	Total applying to college		Minority enrollment category: Less than 5 percent		5 percent to 24 percent		25 percent to 74 percent		75 percent or greater	
	Percent of graduates									
Total	45	(0.99)	50	(1.46)	43	(1.82)	40	(2.09)	35	(2.59)
Small	46	(1.66)	51	(1.93)	40	(3.47)	36	(3.87)	+	(--)
Medium	45	(1.22)	47	(1.78)	45	(2.27)	42	(2.62)	35	(5.34)
Large	43	(1.66)	61	(6.47)	41	(2.74)	43	(2.65)	39	(2.96)
Population	2,718,725		1,169,973		792,635		570,177		185,940	

-- = Not applicable.

+ = Not computed because of too few observations.

NOTE: Detail may not add to totals because of rounding. Numbers in parentheses are standard errors for the estimates in the preceding columns. Population = weighted national estimates of number of students graduating from public high schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 13.--Mean percent of public high school graduates applying to college, by percentage category of minority enrollment and region of graduates' high schools: United States, October 1985

Region	Total applying to college	Minority enrollment category: Less than 5 percent	5 percent to 24 percent	25 percent to 74 percent	75 percent or greater
	Percent of graduates				
Total	45 (0.99)	50 (1.46)	43 (1.82)	40 (2.09)	35 (2.59)
West	42 (2.94)	52 (4.88)	34 (4.07)	37 (4.09)	37 (5.84)
North central	49 (1.84)	51 (1.82)	46 (2.76)	33 (5.85)	44 (6.92)
Northeast	52 (1.62)	55 (1.84)	49 (2.73)	51 (4.37)	34 (3.89)
South	41 (1.33)	39 (2.80)	46 (1.93)	42 (2.31)	32 (3.81)
Population	2,718,725	1,169,973	792,635	570,177	185,940

NOTE: Detail may not add to totals because of rounding. Numbers in parentheses are standard errors for the estimates in the preceding columns. Population = weighted national estimates of number of students graduating from public high schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table A-1 Generalized Standard Errors for Estimated Numbers of Persons: Total or White

(Numbers in thousands)

Estimated number of persons	Total persons in age group[1]									
	100	250	500	1,000	2,500	5,000	10,000	25,000	50,000	100,000
10	4.6	4.7	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
20	6.1	6.5	6.7	6.7	6.8	6.8	6.8	6.8	6.8	6.8
30	7.0	7.8	8.1	8.2	8.3	8.3	8.3	8.3	8.3	8.3
40	7.4	8.8	9.2	9.4	9.5	9.6	9.6	9.6	9.6	9.6
50	7.6	9.6	10.2	10.5	10.8	10.7	10.7	10.7	10.7	10.7
75	6.6	11.0	12.1	12.7	13.0	13.1	13.1	13.1	13.2	13.2
100	-	11.8	13.6	14.4	14.9	15.1	15.1	15.2	15.2	15.2
200	-	9.6	16.7	19.2	20.6	21.1	21.3	21.4	21.5	21.5
300	-	-	16.7	22.0	24.7	25.5	25.9	26.2	26.3	26.3
400	-	-	13.6	23.6	27.9	29.2	29.8	30.2	30.3	30.3
500	-	-	-	24.0	30.4	32.3	33.1	33.7	33.8	33.9
750	-	-	-	20.8	34.8	38.4	40.0	41.0	41.3	41.5
1,000	-	-	-	-	37.2	43.0	45.6	47.1	47.6	47.8
2,000	-	-	-	-	30.4	52.7	60.8	65.2	66.6	67.3
3,000	-	-	-	-	-	52.7	69.7	78.1	80.7	82.0
4,000	-	-	-	-	-	43.0	74.5	88.1	92.2	94.2
5,000	-	-	-	-	-	-	76.0	96.2	102.0	104.8
7,500	-	-	-	-	-	-	65.8	110.2	121.4	126.6
10,000	-	-	-	-	-	-	-	117.8	136.0	144.2
20,000	-	-	-	-	-	-	-	96.2	166.6	192.3
30,000	-	-	-	-	-	-	-	-	166.6	220.3
40,000	-	-	-	-	-	-	-	-	136.0	235.6
50,000	-	-	-	-	-	-	-	-	-	240.4
75,000	-	-	-	-	-	-	-	-	-	208.2
100,000	-	-	-	-	-	-	-	-	-	-

– Not applicable.

[1] a. These standard errors must be multiplied by the appropriate factor in table A-5 to obtain the standard error for a specific characteristic.

b. To estimate standard errors for years 1956 to 1966 multiply the above standard errors by 1.14; for 1967 to 1980, multiply by 0.93.

c. The standard errors were calculated using the formula, $\sqrt{-(b/T)\,x^2 + bx}$, where b = 2,312 (from table C-5), and T is the total number of persons in an age group.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 426, April 1988

Table A-2 Generalized Standard Errors for Estimated Numbers of Persons: Black and Hispanic

(Numbers in thousands)

Estimated number of persons	Total persons in age group[1]						
	100	250	500	1,000	2,500	5,000	10,000
10	4.8	5.0	5.0	5.1	5.1	5.1	5.1
20	6.4	6.9	7.1	7.1	7.2	7.2	7.2
30	7.4	8.3	8.6	8.7	8.8	8.8	8.8
40	7.9	9.3	9.8	10.0	10.1	10.2	10.2
50	8.1	10.2	10.8	11.1	11.3	11.3	11.4
75	7.0	11.7	12.9	13.4	13.8	13.9	13.9
100	-	12.5	14.4	15.3	15.8	16.0	16.0
200	-	10.2	17.7	20.4	21.9	22.3	22.8
300	-	-	17.7	23.4	26.2	27.1	27.5
400	-	-	14.4	25.0	29.6	30.9	31.8
500	-	-	-	25.5	32.2	34.2	35.1
750	-	-	-	22.1	36.9	40.7	42.5
1,000	-	-	-	-	39.5	45.6	48.4
2,000	-	-	-	-	32.2	55.9	64.5
3,000	-	-	-	-	-	55.9	73.9
4,000	-	-	-	-	-	45.6	79.0
5,000	-	-	-	-	-	-	80.6
7,500	-	-	-	-	-	-	69.8
10,000	-	-	-	-	-	-	-

- Not applicable.

[1] a. These standard errors must be multiplied by the appropriate factor in table A-5 to obtain the standard error for a specific characteristic.

b. To estimate standard errors for years 1956 to 1966 multiply the above standard errors by 1.14; for 1967 to 1980, multiply by 0.93.

c. The standard errors were calculated using the formula, $\sqrt{-(b/T)\,x^2 + bx}$, where b = 2,600 (from table C-5) and T is the total number of persons in an age group.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 426, April 1988.

Table A-3 Generalized Standard Errors for Estimated Percentages: Total or White

Base of percentage (thousands)	Estimated percentage[1]				
	2 or 98	5 or 95	10 or 90	25 or 75	50
100	2.1	3.3	4.6	6.6	7.6
250	1.3	2.1	2.9	4.2	4.8
500	1.0	1.5	2.0	2.9	3.4
1,000	0.7	1.0	1.4	2.1	2.4
2,500	0.4	0.7	0.9	1.3	1.5
5,000	0.3	0.5	0.6	0.9	1.1
10,000	0.2	0.3	0.5	0.7	0.8
25,000	0.13	0.2	0.3	0.4	0.5
50,000	0.09	0.15	0.2	0.3	0.3
100,000	0.07	0.10	0.14	0.2	0.2
150,000	0.05	0.09	0.11	0.2	0.2

[1] a. These values must be multiplied by the appropriate factor in table A-5 to obtain the standard error for a specific characteristic.

b. To estimate standard errors for years 1956 to 1966 multiply the above standard errors by 1.14; for 1967 to 1980, multiply by 0.93.

c. The standard errors were calculated using the formula, $\sqrt{(b/x)\,p\,(100-p)}$, where b = 2,312 from table C-5.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 426, April 1988.

Table A-4 Generalized Standard Errors for Estimated Percentages: Black and Hispanic

Base of percentage (thousands)	Estimated percentage[1]				
	2 or 98	5 or 95	10 or 90	25 or 75	50
75	2.6	4.1	5.6	8.1	9.3
100	2.3	3.5	4.8	7.0	8.1
250	1.4	2.2	3.1	4.4	5.1
500	1.0	1.6	2.2	3.1	3.6
1,000	0.7	1.1	1.5	2.2	2.5
2,500	0.5	0.7	1.0	1.4	1.6
5,000	0.3	0.5	0.7	1.0	1.1
10,000	0.2	0.4	0.5	0.7	0.8
15,000	0.2	0.3	0.4	0.6	0.7
20,000	0.2	0.2	0.3	0.5	0.6

[1] a. These standard errors must be multiplied by the appropriate factors in table A-5 to obtain the standard error for a specific characteristic.

b. To estimate standard errors for years 1956 to 1966 multiply the above standard errors by 1.14; for 1967 to 1980, multiply by 0.93.

c. The standard errors were calculated using the formula, $\sqrt{(b/x)\ p\ (100-p)}$, where b = 2,600 from table C-5.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 426, April 1988.

Table A-5 Parameters and Factors to be Used for School Enrollment Characteristics for Direct Computation of Standard Errors

(Use for 1981 and later years)

Characteristic	Parameters	Factors
	b	f
Persons enrolled in school		
3 to 34 years old:		
Total or White	2,312	1.0
Black	2,600	1.0
Hispanic origin	2,600	1.0
14 to 34 years old:		
Total or White	2,312	1.0
Black	2,600	1.0
Hispanic origin	2,600	1.0
Children enrolled in school		
3 to 6 years old:		
Total or White	2,698	1.1
Black	2,698	1.0
Hispanic origin	2,698	1.0
3 to 13 years old:		
Total or White	2,698	1.1
Black	2,698	1.0
Hispanic origin	2,698	1.0

[1] a. For nonmetropolitan data cross-tabulated with other data, multiply f by 1.2 and the b parameter by 1.5.

b. Multiply the b parameter by 0.87 for CPS data collected from 1967 to 1980 and by 1.3 for CPS data collected from 1956 to 1966.

c. For regional data, multiply the b parameter by 0.99 for the Northeast, 1.02 for the Midwest, 0.98 for the South, and 0.84 for the West.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 426, April 1988.

Appendix B

Unweighted Sample Data Tables for Public School Survey, 1985 (PSS)

Table B-1.--Unweighted sample sizes and percent of public schools having each estimated minority group percentage category: United States, October 1985

Estimated minority group representation categories	Number of schools	Percent of schools
Total	2,301	100.0
None	98	4.3
Less than 5 percent	712	30.9
5-14 percent	324	14.1
15-24 percent	242	10.5
25-49 percent	374	16.2
50-74 percent	236	10.3
75-89 percent	113	4.9
90 percent or more	202	8.8

SOURCE: U.S. Department of Education, National Center for Eeducation Statistics, Public School Survey 1985.

Table B-2.--Unweighted sample sizes for minority enrollment categories, by school characteristics: United States, October 1985

School characteristic	Total	Minority enrollment category: Less than 5 percent	5 percent to 24 percent	25 percent to 74 percent	75 percent or greater
Total schools	2,301	810	566	610	315
School type					
Elementary	1,075	365	255	295	160
Secondary	1,095	414	277	270	134
Other	131	31	34	45	21
School size (enrollment)					
Small (less than 500)	931	426	183	223	99
Medium (500-999)	725	239	193	192	101
Large (1,000 or more)	645	145	190	195	115
LEA size					
Small (1-5 schools)	545	364	101	61	19
Medium (6-50)	955	389	288	209	69
Large (more than 50)	801	57	177	340	227
Region					
West	398	106	119	112	61
North Central	620	337	119	105	59
Northeast	401	206	76	55	64
South	882	161	252	338	131
Advanced placement					
Yes	619	198	183	167	71
No	598	248	124	145	81
No grades 10-12	1,084	--	--	--	--

-- = Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table B-3.--Unweighted sample sizes of number of public high school students graduating and mean percent applying to college, by varying minority enrollment percentage categories, and by high school characteristics: United States, October 1985

School characteristic	Total	Minority enrollment category: Less than 5 percent	5 percent to 24 percent	25 percent to 74 percent	75 percent or greater
		Number graduating			
Total	266,832	75,923	80,524	75,806	34,579
School size					
Small	16,627	10,539	2,460	2,757	871
Medium	46,866	19,864	13,403	9,126	4,473
Large	203,339	45,520	64,661	63,923	29,235
LEA size					
Small	36,872	23,034	9,689	2,997	1,152
Medium	106,684	45,326	37,933	20,347	3,078
Large	123,276	7,563	32,902	52,462	30,349
Region					
West	46,993	10,787	13,839	16,460	5,907
North Central	65,354	28,043	15,079	13,865	8,367
Northeast	50,774	21,013	12,085	10,030	7,646
South	103,711	16,080	39,521	35,451	12,659
		Percent applying to college			
School size					
Small	32	48	29	28	23
Medium	41	46	42	42	35
Large	55	58	56	54	53
LEA size					
Small	40	50	43	42	24
Medium	46	50	50	46	37
Large	52	64	48	48	46
Region					
West	47	56	42	46	43
North Central	46	48	48	40	47
Northeast	55	56	51	60	51
South	45	45	49	47	37

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Appendix C

List of Geographic Regions used by the Bureau of the Census

West

Montana
Idaho
Wyoming
Colorado
New Mexico
Arizona
Utah
Nevada
Washington
Oregon
California
Alaska
Hawaii

Northeast

Maine
New Hampshire
Vermont
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsylvania

Midwest

Ohio
Indiana
Illinois
Michigan
Wisconsin
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas

South

Delaware
Maryland
District of Columbia
Virginia
West Virginia
North Carolina
South Carolina
Georgia
Florida
Kentucky
Tennessee
Alabama
Mississippi
Arkansas
Louisiana
Oklahoma
Texas

Appendix D

Administrator Questionnaire for the
Public School Survey, 1985 (PSS)

DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

NATIONAL CENTER FOR EDUCATION STATISTICS

PUBLIC SCHOOL SURVEY
ADMINISTRATOR QUESTIONNAIRE
1985

FORM APPROVED
OMB No.: 1850-0536
Expiration Date: 12/31/85

THIS REPORT IS AUTHORIZED BY LAW (20 U.S.C. 1221e-1). WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

Address Label Here

1. **How many students were on the official membership roll of this school on or about October 1, 1984?**

   Number of students: _____

2. **What is the design capacity of this school, i.e., the number of students that this school was designed to house?**

   Number of students: _____

   (Design capacity is used to measure the number of students accommodated in the classrooms and other instructional areas as determined by existing State-approved standards. Include the capacity for which the school was originally designed plus any increases resulting from permanent additions.)

3. **What is the estimated percentage of students attending this school who are members of a minority group?** *Minority groups include: American Indian or Alaskan Native, Asian or Pacific Islander, Black and Hispanic. (Check box for appropriate percentage below.)*

   1 ☐ None
   2 ☐ Less than 5%
   3 ☐ 5-14%
   4 ☐ 15-24%
   5 ☐ 25-49%
   6 ☐ 50-74%
   7 ☐ 75-89%
   8 ☐ 90% or more

4. **For each of the categories listed below, enter the full-time-equivalent (FTE) number of PAID EMPLOYEES regularly assigned to work in this school on or about October 1, 1984.** *(Report totals to the nearest one-tenth.)*

   DEFINITION: One full-time equivalent (FTE) is equal to the amount of time a person would spend serving full time on an assignment.

   EXAMPLES: (1) A full-time teacher would add 1.0 to the TEACHERS category.
   (2) A person working half-time as a teacher and half-time as a guidance counselor would add 0.5 to the TEACHERS category and 0.5 to the GUIDANCE COUNSELORS category.
   (3) A half-time librarian would add 0.5 to the LIBRARIANS AND OTHER PROFESSIONAL MEDIA STAFF category.

	FTE
a. Principals and assistant principals	
b. Guidance counselors	
c. Librarians and other professional media staff	
d. Teachers	
e. Teacher aides (paraprofessionals who assist teachers)	
f. Other aides (library, health, etc.)	

5. **Enter in each of the following categories the number of TEACHERS (head count) regularly assigned to this school on or about October 1, 1984:**

	Number of Teachers
a. Persons assigned a full-time position at this school whose primary assignment is teaching	
b. All other persons assigned full- or part-time at this school whose duties include some teaching (including itinerant teachers)	

6. **Do any UNPAID VOLUNTEERS provide services for this school?** *(Do not include students from this school as unpaid volunteers.)*

   1 ☐ YES *(Continue)*
   2 ☐ NO *(Skip to Item 9)*

7. **What is the estimated total number of unpaid volunteers that you expect to perform services at this school ON A CONTINUING OR SCHEDULED BASIS during the 1984-85 school year?**

   Number of volunteers: _____

8. **Enter the number of the volunteers reported in Item 7 who worked or will work in each of the following activities:**

	Number of Volunteers
a. **Instructional support** *(e.g., tutoring, grading papers, science lab monitoring, conducting rote exercises)*	
b. **Guidance support** *(e.g., career and college counseling, health and drug awareness)*	
c. **Extracurricular support** *(e.g., athletics, clubs, trips, newspaper, library)*	
d. **Management/advisory support** *(e.g., citizen advisory group organized through school, computerization of schedules)*	
e. **Clerical support**	
f. **Other type of support** *(monitoring cafeteria, playground, etc.)*	

9. **Check each grade in which instruction is offered in this school.** *(If this is an ungraded school, report on the basis of the GRADES usually corresponding to the ages of the students attending.) (Check all that apply.)*

PK	KG	1	2	3	4	5
☐	☐	☐	☐	☐	☐	☐
6	**7**	**8**	**9**	**10**	**11**	**12**
☐	☐	☐	☐	☐	☐	☐

10. **Were grades 10, 11, and/or 12 checked in Item 9?**

    1 ☐ YES *(Continue)*
    2 ☐ NO *(Skip to Item 16)*

11. Does this school have an advanced placement program for students in grades 10, 11, or 12; that is, courses for which college credit is granted based upon approval by a college or secondary school association?

1 ☐ YES *(Continue)*
2 ☐ NO *(Skip to Item 13)*

12. Enter the estimated number of 10th, 11th, and 12th grade students enrolled in courses for the advanced placement program, by the subject matter areas listed below.

Subject Area	Estimated Number of Students
a. Mathematics	
b. Physical Sciences	
c. English	
d. Fine Arts	
e. Foreign Languages	
f. Social Studies	
g. Computer Science	

13. How many students who were enrolled in a regular day school program were graduated from the 12th grade in this school last year? *(Include summer school graduates for 1984.)*

Number of students graduated: _____

14. What is the estimated percentage of these graduates (Item 13) that applied to a 2- or 4-year college?

Estimated percent: _____

15. For the period July 1, 1983 to June 30, 1984, please provide the average score of SENIORS and your best estimate of the percentage of seniors tested for each of the following tests:

	Average Score of Seniors	Percent of Seniors Tested
Scholastic Aptitude Test:		
SAT (Math)	_____	_____ %
SAT (Verbal)	_____	_____ %
American College Test:		
ACT (Composite)	_____	_____ %

16. Does this school currently have one or more computers, microcomputers, or computer terminals physically located on the school premises?

1 ☐ YES *(Continue)*
2 ☐ NO *(Skip to Item 21)*

17. Are any of these computers, microcomputers, or computer terminals used for instruction of students in computer use?

1 ☐ YES *(Continue)*
2 ☐ NO *(Skip to Item 20)*

18. Check below each type of instruction in computer use for which these computers, microcomputers, or computer terminals are used. *(Check all that apply.)*

1 ☐ Data entry operations
2 ☐ Off-line equipment operations
3 ☐ Computer operating
4 ☐ Introduction to computer concepts
5 ☐ Computer programming
6 ☐ Other *(specify)* _____

19. Approximately how many students are currently receiving instruction in computer use?

Estimated number of students: _____

20. For what purpose(s) other than instruction in computer use are these computers, microcomputers, or computer terminals used? *(Check all that apply.)*

1 ☐ Computer-managed instruction
2 ☐ Maintaining administrative records
3 ☐ Computer-aided instruction
4 ☐ Student use in problem solving
5 ☐ Other *(specify)* _____

21. Do the teachers in this school participate in any teacher incentive programs?

1 ☐ YES *(Continue)*
2 ☐ NO *(Skip to Item 23 at bottom of next page)*

22. INCENTIVE PROGRAMS—Indicate below ALL the incentive programs currently in use in your school, the PURPOSE(
for which each is used, and your RATING of the effectiveness of each incentive used. NOTE: We are interested in AL
incentive programs currently in use in your school, regardless of how successful they appear to be.

INSTRUCTIONS:

— *Check the purposes ("Used" box) for each type of incentive used by this school, regardless of the source of funds.*

— *For each purpose and type of incentive checked as "USED", rate your opinion of its effectiveness by entering a 1, 2, or 3 or the line provided. Use the following scale for evaluating the effectiveness:*

1 = Productive 2 = No Difference 3 = Counterproductive *(Example:* **a. Cash Bonus** . . . . . 1 ☑ **Used** **Rati** 1

Type of Incentive	Purpose of Incentive: Attracting Teachers to Less Desirable Locations		Retaining Experienced Teachers		Recruiting Teachers for Fields with Shortages		Rewarding Excellence	
	Used	Rating	Used	Rating	Used	Rating	Used	Rating
a. **Cash Bonus.** Amount of money given once within an interval of time as an incentive	1 ☐		1 ☐		1 ☐		1 ☐	
b. **Different Step on Salary Schedule.** Placement of a teacher on a higher step of the salary schedule	2 ☐		2 ☐		2 ☐		2 ☐	
c. **Free Retraining.** Training provided by the school system or a related agency to assist in the preparation of teachers who wish to change their teaching field	3 ☐		3 ☐		3 ☐		3 ☐	
d. **Award/Recognition.** Nonmonetary awards and recognition for teachers	4 ☐		4 ☐		4 ☐		4 ☐	
e. **Loan Forgiveness.** Full or partial forgiveness of a loan for educational purposes for teachers	5 ☐		5 ☐		5 ☐		5 ☐	
f. **Released Time.** Releasing teachers from regular duties to enable them to receive training	6 ☐		6 ☐		6 ☐		6 ☐	
g. **Shared Program with Industry.** A program in which a local business employs a teacher part time, e.g., summer job program	7 ☐		7 ☐		7 ☐		7 ☐	
h. **Extended Contract** (11- or 12-month). A situation in which teachers are paid for an extra month or two, thereby increasing their salaries. *(This does not include situations in which all teachers can elect to have their regular salaries spread out over 11 or 12 months)*	8 ☐		8 ☐		8 ☐		8 ☐	
i. **Leave of Absence with Normal Step Included.** This program would enable teachers to take a leave of absence for professional enrichment without losing a step on the salary schedule	9 ☐		9 ☐		9 ☐		9 ☐	
j. **Other** *(Specify). Please write in any additional program(s) used in your school:* _____	10 ☐		10 ☐		10 ☐		10 ☐	

23. Whether you administer a high school program or not, list below the number of YEARS of study in 4 years of high scho you feel should be required in each subject area for high school graduation. (Answer separately for college-bound and no college-bound students.) *(Report to the nearest half year of study using decimals, e.g., 3.5 years.)*

Subject area	Years for college-bound	Years for non-college-bound	Subject area	Years for college-bound	Years for non-college bour
a. Science			d. Foreign Languages		
b. English			e. Social Science		
c. Computer Science			f. Mathematics		

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.

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